

## TRANSFER CENTER PROGRAM REVIEW

### 1. College: Laney College

Date: November 13, 2012

Program: Transfer Center

Review Team Members: Dean Tina Vasconcellos, Kathy Ma, Laura Ramos

### 2. Background Information:

#### A. Unit Description

1. History: The intersegmental Transfer Center Pilot Program (Fall 1985-Fall 1989) was initiated as a means of bringing form to the transfer function on community college campuses and as a cooperative means of improving transfer to the University of California (UC), California State University (CSU) and the independent colleges and universities statewide. Recognizing the need to increase transfer of historically underrepresented students, Laney College was one of the first California Community Colleges to establish a Transfer Center in 1985. Since its conception, the Transfer Center has been located in room T-301 in the Laney Tower Administration building with no “real center” or space for important delivery of program and services. T-301 is a small corner office, and there is no separate room to facilitate transfer workshops. In spring 2011, the Transfer Center moved to a temporary portable while the Administration building is being renovated.
2. Purpose: The mission of the Laney College Transfer Center is to provide students with the services and resources they need for successful transition to a four-year college or university. A primary goal of the Transfer Center is assist underrepresented, low-income, disabled, and first-generation college students to successfully transfer.

Needs Assessed: - See section 6D. and attachments D1 & D2 for detailed information on the program needs which include: hiring a full-time Transfer Center Director and development of a “true center” with adequate space for counseling and support staff, transfer resource materials, workspace for university representatives, and a computer lab for student research and workshops.

3. Components of the Unit: The Laney College Transfer Center offers services and resources for a successful transfer experience. These include the following:
  - a. Library of college catalogs and reference handbooks
  - b. Two computers for research and university applications
  - c. Transfer Day which is an annual one-day fair. Every fall semester, we typically have over 40 four-year college representatives who outreach to our students.
  - d. UC Davis bus tour: This is a one-day annual event that takes place during the spring semester.

- e. Four-year college representatives visit from public universities such as UC Berkeley, UC Davis, UC Irvine, UC Los Angeles, UC San Diego, UC Santa Barbara, UC Santa Cruz, CSU East Bay, and San Francisco State University. These representatives are available for individual appointments and/or drop-in to evaluate student transcripts and answer questions. Cal Poly at San Luis Obispo, UCSF School of Medicine, and Stanford University School of Medicine have visited to provide informational workshops. We also have many independent/private universities visit for outreach and recruitment such as Brandman University, DeVry University, Samuel Merritt University, California Institute of Integral Studies, National University, and Mills College. Several programs such as UC Berkeley's Transfer Alliance Project (TAP), UC Berkeley's Black Recruitment & Retention Center, and Stanford University's Summer Health Careers Opportunity Program (HCOP) have regularly visited to recruit our underrepresented and economically disadvantaged students.
  - f. Transfer workshops and information sessions: Steps to Transfer, Career Exploration, CSU Application, UC Application & Personal Statement, Transfer Admission Guarantee, Transitioning to a University, and university specific or program-specific workshops such as UC Berkeley's Black Recruitment Center transfer workshop and UC San Francisco Pre-Med information session.
  - g. Transfer Admission Guarantees (TAGs) with seven Universities of California: UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Cruz, UC Santa Barbara, and UC San Diego. We have Transfer Admission Agreements (TAAs) with two private universities, Santa Clara University and Golden Gate University.
  - h. Partnership with UC Berkeley's Starting Point Mentorship Program: Laney students have the opportunity to get paired with a UC Berkeley student mentor who can help them explore their academic potential and prepare for transfer to UC Berkeley.
  - i. Concurrent enrollment & Cross-registration programs with five colleges and universities: UC Berkeley, CSU East Bay, Holy Names University, John F. Kennedy University, and Mills College. These programs are currently coordinated by a general counselor, Lilian Chow.
  - j. Transfer Center website with information on steps to successful transfer, application deadlines, upcoming workshops and events, TAG, concurrent enrollment, transfer services and resources, and video help tutorials.
4. Unique Aspects of the Program: In fall 2011, 31% of Laney students indicated transfer as their educational goal upon admission. This amounts to 4200 students. When you include those who listed undecided or unknown as their goal (22% or 2968 students), the percentage of potential transfer students we serve increases greatly. The Center is currently staffed by one full-time Clerical Assistant and an interim Transfer Center Director who is assigned ten hours a week to perform transfer duties. The interim Director is a full-time general counselor who volunteered to take on this position in fall 2011. The current staffing is not sufficient to support the great numbers of students who use our services.

**B. Program Goals**

See Transfer Education Goals and Activities Planning Matrix below. As outlined in the Laney College 2010 Educational Master Plan, the overarching goal of Transfer Education is to increase the number of students transferring to four-year institutions, with a particular focus on underrepresented students.

Benchmark 1: Increase the transfer rate to accredited four-year colleges or universities by 10% (Spring 2011) and 15% (Spring 2012).

See transfer data shown in 3A. Student Performance and Feedback. In 2008-09, the total number of transfers to CSU and UC was 463. In 2009-10, the total number was 316 (transfer rate decreased) and in 2010-11, it was 365 (transfer rate increased). We succeeded in reaching our benchmark of increasing our transfer rate in spring 2011. Data is unavailable for transfer rates in spring 2012.

See transfer data by ethnicity in 2C. Student Demographics. In 2008-09, the total number of underrepresented students (African American, Latino, and Native American) who transferred to CSU and UC was 132. In 2009-10, that number was 97 (transfer rate decreased), and in 2010-11, it was 93 (transfer rate decreased). In each of these three year periods, we were not able to reach our goal of increasing the transfer rate of underrepresented students with regard to ethnicity.

It has been a challenge to increase our transfer rate in this climate of fiscal cuts. Since 2009, massive budget cuts to the California community colleges system has made it difficult for students to transfer to four-year universities. Community colleges, including Laney, have had to boost fees, turn away record numbers of students, cut classes, eliminate programs, and furlough and lay off staff. According to Laney Demographic Profile data, in fall 2009, the total student headcount was 15,351. In fall 2010, the headcount dropped to 13,888, and in fall 2011, it dropped further to 13,444.

**TRANSFER EDUCATION GOALS AND ACTIVITIES PLANNING MATRIX**  
(From Appendix B of the Laney College 2010 Education Master Plan)

Laney Strategic Directions:

- SD1. Advance Student Access, Equity, and Success
- SD2. Engage Community Partners
- SD3. Provide Learner-Centered Programs and Services
- SD4. Create a Culture of Innovation and Collaboration
- SD5. Develop and Manage Resources to Advance and Sustain Our Mission

**GOALS (STRATEGIC DIRECTIONS)      ACTIVITIES      TIMELINE      ASSESSMENT      RESPONSIBLE PARTY**

<p>1. INCREASE THE OVERALL NUMBER OF STUDENTS INCLUDING UNDERREPRESENTED STUDENTS TRANSFERRING TO 4-YR INSTITUTIONS SD1, SD2, SD3, SD4, &amp; SD5</p>	<p>1.1 Convene a Transfer Advisory Committee (TAC) to develop a transfer plan with specific goals, objectives, &amp; interventions designed to increase our transfer rate</p>	<p>Spring 2011</p>	<p>Assess specific outcomes of the plan</p>	<p>Dean of Matriculation/ Counseling Dept./ Instructional Deans, Academic Senate/ VP SS</p>
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	1.1a TAC will research transfer rate data & analyze to strengthen Transfer Center Programs/ Services	Ongoing	Analyze specific transfer rates from reliable sources	College Researcher/ Transfer Center Faculty Lead-TAC
2. INCREASE TRANSFER RATE OF AFRICAN AMERICANS, LATINOS, NATIVE AMERICAN, ECONOMICALLY DISADVANTAGED, AND STUDENTS WITH DISABILITIES SD1, SD2, SD3, & SD4	2.1 Strengthen mandatory placement & orientation program linked to counseling thereby supporting undecided students with their educational goals & placement, research best practices	Spring 2011	Conduct ongoing student assessment of program	College Researcher/ VPSS/DSPS
	2.2 Strengthen collaboration between DSPS, EOPS, CalWORKs, Puente, & UBAKA and Transfer Center Services & Programs	Ongoing	Assess efficiency of the collaborative efforts with specific outcomes; i.e., increase student participation and satisfaction	Student Services Administration, Transfer Center Staff, Counseling, DSPS, EOPS, CalWORKs, & UBAKA
	2.3 Maintain the number of articulation agreements with 4-yr institutions. Increase in-reach & publicize Laney's articulation agreements	Spring 2011	Assess efficiency in maintaining agreements & functionality for faculty and student use	Articulation Officer/ Instructional Faculty/PIO/Dean of Matriculation/VPSS
3. ENSURE ACADEMIC STANDARDS & RIGOR WITH TRANSFER LEVEL COURSES IN ORDER TO DEVELOP & MAINTAIN ARTICULATION AGREEMENTS WITH 4-YR INSTITUTIONS SD1 & SD2	3.1 Establish a college-wide Faculty Transfer Ed Task Force to review academic standards and rigor with transfer level courses	Ongoing	Assess specific outcomes as developed by the task force	Academic Senate/ Articulation Officer/Transfer Center Faculty Lead
	3.1a Develop a Professional Development Plan to include, but not be limited to: contextualized learning, adult learning styles, pedagogy that facilitates adult learning, what is the faculty's role regarding articulation agreements	Spring 2011	Having a Transfer Faculty Lead (Counselor) will help provide students with transfer programs & services/Conduct Ongoing Assessment of SLOs/PLOs to assess effectiveness of transfer programs & services	VPI/ Instructional Division Deans
	3.1b Develop a	Ongoing		Transfer Center

	Needs Assessment & Follow-Up Survey to determine professional development need			Staff/Counseling Dept./VPSS/Dean of Matriculation
4. RESOURCES SD1, SD3, & SD5	4.1 Personnel Hire Transfer Center Faculty Lead (Counselor) See Counseling Dept. 2009-10 Unit Plan, Transfer Center 2009-10 Unit Plan, or Chapter V	Ongoing		Transfer Center Staff/VPSS/Dean of Matriculation
	4.2 Facilities - Need State-of- the-Art Transfer Center See Transfer Center 2009-10 Unit Plan or Chapter V	Spring 2011		Transfer Center Staff/VPSS/Dean of Matriculation
	4.3 Equipment – Need State-of-the-Art Equipment for Offices/Workstations.	Ongoing		
	4.3a. Students, staff, & 4-yr Reps	Fall 2011		
	4.3b. COUN 501s & Transfer Center Workshops See Transfer Center 2009-10 Unit Plan or Chapter V	Fall 2011		

### C. Student Demographics of Those Using the Program

The Transfer Center uses SARS to track the number of contacts but it does not distinguish by age, gender, or ethnicity. We do not have this data. However, the transfers by ethnicity data below are from the District Institutional Research Website.

#### Number of Transfers from Laney to CSU by Ethnicity

Year	Asian/PI	African Am	Filipino	Latino	Native Am	White	Other/ Unknown	Totals
2008-09	116	77	1	24	3	26	64	311
2009-10	63	47	3	16	0	15	26	170
2010-11	103	55	3	15	0	15	38	229

#### Number of Transfers from Laney to UC by Ethnicity

Year	Asian/PI	African Am	Filipino	Latino	Native Am	White	Other/ Unknown	Totals
2008-09	90	11	2	17	0	29	3	152
2009-10	76	21	0	13	0	25	11	146
2010-11	62	13	0	10	0	24	27	136

### 3. Student Performance and Feedback:

A. How do students who received services perform? The transfers to CSU and UC data below are from the District Institutional Research Website.

Number of Transfers from Laney to CSU and UC

System	2008-09	2009-10	2010-11
CSU	311	170	229
UC	152	146	136
Total	463	316	365

B. How do their counterparts who do not receive services perform? Data is unavailable.

C. What do students have to say about student services? Data is unavailable.

D. Have you used statewide or national assessment instruments to assess your program? No, there is no statewide or national assessment for transfer.

### 4. Service Services Outcomes

A. In Spring 2012, the Transfer Center Director wrote Student Learning Outcomes and assessment of the first SLO began in fall 2012.

B. The Transfer Center Director developed a student evaluation form to assess the effectiveness of transfer workshops. In fall 2012, Transfer Center Staff will assess the first SLO by reviewing the forms completed by students who attended transfer workshops.

C. The Transfer Center Student Services Outcomes are as follows:

Student Services Outcomes (SLOs)	Assessment Methods	Criteria for Successful Performance
1. As a result of participating in a transfer workshop, students will evaluate that the information presented will help them meet their transfer goals.	Transfer Center staff will administer an evaluation form to students at the end of several workshops offered during the semester.	After attending the workshop, 70% of students will evaluate that the information presented will help them meet their transfer goals.
2. Students using the Transfer Center will determine that they have a better understanding of the transfer process and can identify transfer resources available for them	Transfer Center staff will administer a student feedback survey during defined periods of the academic year.	After accessing the Transfer Center, 70% of students will indicate that they have a better understanding of the transfer process and can identify transfer resources.
3. Eligible students will apply for the UC Transfer Admission Guarantee (TAG)	Transfer Center Staff will gather data from online UC TAG reports	70% of students will be approved for the UC TAG.

The three Student Services Outcomes are related to two of Laney College's Institutional Learning Outcomes as shown below. For example, in a transfer workshop and in accessing the Transfer Center, students communicate and exchange ideas and evaluate information related to transfer. Students also develop their knowledge, skills, and abilities by using these resources. By participating in a UC TAG, students will develop personally and academically by pursuing an opportunity to transfer to a UC.

### **Institutional Learning Outcomes**

#### **Communication**

Students will effectively express and exchange ideas through various modes of communication.

#### **Personal and Professional Development**

Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.

### **5. Program Effectiveness**

A. The Transfer Center works in partnership with the Laney Counseling department and is currently housed in the same space with Counseling. There is ongoing communication and collaboration with counselors in other Student Services programs such as EOPS, DSPP, CalWORKS, Athletics, Career/Technical Education, Articulation and learning communities such as APASS, Gateway to College, and Trio. The Transfer Center Director provides updates at college-wide counseling meetings and is a resource for counseling faculty. This fall semester, the Transfer Center Director and Articulation Officer collaborated to provide an in-service to counselors on the new Associate Degree for Transfer. The Transfer Center Director sends regular email updates to counselors as well as Laney faculty and staff of upcoming transfer events, activities, and important transfer information. The Transfer Center Director has also collaborated with instructional departments to provide transfer workshops that would be of special interest to their students. For example, the Transfer Center worked with a representative from Cal Poly, San Luis Obispo's Landscape Architecture department to provide a presentation for Laney's Architectural Technology students. By serving on several college committees, the Transfer Center Director communicates critical issues regarding transfer. The Director participates in the following committees: Department Chairs meetings, Student Affairs All-Staff meetings, Student Services Council, and Institutional Effectiveness committee. The Director also attends the Transfer Center Directors Association (TCDA) Regional meetings.

#### **B. Quantity of Programs and Services Delivered**

Transfer Center student contacts include counseling appointments in the Transfer Center, four-year college representative meetings, workshops, UC Davis bus tour participants, etc. The data below is from SARS.

## Number of Students Who Participated in Transfer Services & Activities

Service/Activity	2008-09	2009-10	2010-11	2011-12
Transfer Center student contacts	1733	1354	1097	1159
Transfer workshops	63	102	41	107
Meetings with college reps	491	631	444	378
UC Davis bus trip	36	31	12	32
UC TAGs & TAAs	106	85	396	97*
Concurrent Enrollment	8	5	20	19

\* Beginning fall 2011, students were limited to applying for one UC TAG

## Number of Students Who Attended Counseling Appointments for Transfer Counseling

	2009	2010	2011
Transfer Counseling Appointments	1374	1157	1141

### 6. Resources (See Attachments D1 & D2)

A. The Transfer Center is currently staffed by a full-time Clerical Assistant and a full-time general counselor who volunteered to take on the Transfer Center Director position on an interim basis until the college hires a Director permanently. In addition to her counseling and co-chair responsibilities, she is assigned ten hours a week to perform transfer duties. Laney College serves over 13,000 students. When the Transfer Center was established in 1985, there was a full-time Transfer Center Director, a program specialist and two support staff. The current staffing is not sufficient to support a college of this size.

B. In spring 2011, the Transfer Center moved to a temporary portable that is shared with the Counseling department. The Center is located in a corner of the portable with one office for the Transfer Clerical Assistant and one office for college representative visits. The Transfer Center Director is housed in a separate portable for counselors. There are only two computers for transfer students to use.

C. The human and physical resources are not adequate for all the services offered by the Transfer Center. The temporary quarters are too small and cramped, and we do not have enough computers for students. Fortunately, the current housing situation is temporary, and the plan is to move into a larger, renovated Transfer Center before the end of 2013.

D. **Needs** for the next three years (See Attachments D1 & D2): The Counseling Faculty recommends the need for a Transfer and Career Center with the recommended staffing and space, complete libraries with transfer and career resources, computer lab with student workstations, and other office equipment and furniture.

In order to ensure the quality of programs and services that Laney students need, the Transfer Center Director strongly recommends that the college consider the guidelines for staffing that are set forth by the Transfer Center Directors Association (TCDA).



**Human Resources Needs:** The Transfer Center Directors Association recommends that at minimum (California Community College Transfer: Recommended Guidelines, spring 2006, p. 12), staffing consist of:

- One faculty director assigned full-time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;
- At least one full-time counseling faculty member;
- One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.

**Facility Needs:** Renovation of the Administration building will be complete sometime in 2013. The Transfer Center office will move to the second floor where it should be transformed into a “true center” with adequate space for staff and offices for the university representatives and transfer counselor. There should be at least three separate offices, two for the four-year college representatives and one for transfer counselor.

**Technology Needs:** The Transfer Center needs a copy machine, fax machine, and a computer lab with 20 state-of-the art work stations (with technology for virtual advising and webinars) for student use and workshops. The computer lab should have smart classroom equipment (i.e. projector, screen, computer, DVD & VHS player, etc.). Transfer Center staff needs upgraded computers and printers for their workstations which need to be ergonomic. In addition, the Transfer Center Director needs a laptop or tablet to use at meetings.

E. The Counseling department has experienced a reduction in human resources in the last few years with counselors who retired and have not been replaced. The previous Transfer Center Director was an adjunct counselor, and there has not been a permanent director for the last three years. Because the current director only works ten hours a week in transfer, her time is limited in being able to expand the scope of services to students. She has been maintaining the program since last year when she started in this capacity. The Clerical Assistant has supported the program by scheduling the college representative visits and workshops and providing administrative support. With minimal staff and inadequate facilities, the Center is limited in its potential of providing high quality and extensive support services.

F. The Transfer Center staff is dedicated to delivering quality services even in this current environment of reduced resources. The Clerical Assistant is experienced in her transfer support duties and has supported the Transfer Center for many years. The interim director is efficient with her limited assigned hours in transfer and has maintained quality of services by developing the Transfer Center website, providing ongoing workshops for students, conducting in-service trainings for counselors, reviewing TAG agreements, coordinating Transfer Day and the UC Davis bus tour, etc.

G. To maintain quality services, it is recommended that the College hire a full-time Transfer Center Director who can fully focus on strengthening the transfer function and transfer culture. In addition to personnel, a larger space and necessary equipment such as computers, printers, and a copier is needed.

Laney's Transfer Center serves as the focal point of transfer activities. The work of improving transfer is the responsibility of the institution as a whole, including campus administration, faculty, staff and student services programs, in cooperation with baccalaureate institutions. According to the California Community College Transfer: Recommended Guidelines, spring 2006 p. 9,

***“Responsibility for the transfer function should not be confined to the Transfer Center, or fall only under the purview of the Transfer Center Director. Significant improvements will not occur if the responsibility for an institution’s transfer function becomes a compartmentalized and isolated function.”***

*“In addition, the following recommended administrative responsibilities are considered essential to a successful and effective Transfer Center.*

- 1. “Administrative and faculty support at the community college is vital for the success of a Transfer Center.” California Community Colleges need to provide administrative support from the college president and from top campus administrators, in both student services and instruction, by promoting transfer as a primary mission of the college and an institutional responsibility.*
- 2. Provide adequate space in the transfer center facility for the Transfer Center Director, transfer resource materials, counseling and support staff, a workspace for university representatives, and a student research area.*
- 3. Ensure that all transfer activities are effectively coordinated, particularly when activities cross local administrative boundaries. In addition, colleges should make every effort to provide necessary support services to transfer students and to respond to unmet needs as they are identified.*
- 4. Establish a Transfer Center Advisory Committee that meets at least annually and may include representation from the Governing Board, student services, academic senate, faculty, administration, students, university personnel and other staff as deemed appropriate.*
- 5. Develop a means of evaluating the effectiveness of the college in achieving institutional transfer goals (e.g. establish target increases in students prepared for transfer).*
- 6. Provide adequate Transfer Center staffing. It is clear that in order to maintain transfer efforts as called for in Title 5 Regulations, sufficient funding and staffing need to be directed to an institution's transfer operations. . . “*

## **7. Action Plan**

A. As college enrollment grows in the future and the numbers of students who use the Transfer Center increases, there will be a need for more staffing. Ideally, there will be a full-time Transfer Center director, a 1.0 FTE Transfer Counselor, and at least two staff assistants. With the current staffing, the Transfer Center is limited in its efforts to outreach and promote transfer to students, especially underrepresented, low-income, disabled, and first generation college students. Instead of growing the program, Transfer Center services are being maintained until human and financial resources are available. See Section 6D. Needs for the next three years.

B. The future goals and methods of assessment of the program are outlined in the Transfer Education Goals and Activities Planning Matrix (2B. Program Goals) and in the Transfer Center Student Services Outcomes and Assessment Report (see attached).

C. To strengthen the program and meet the strategic goals of the College, it is crucial that we hire a full-time Transfer Center Director to expand the scope of services and provide greater outreach to increase student awareness and use of the Center's resources.

Our primary goal is to increase the number of students transferring to four-year institutions, with a particular focus on underrepresented students. To do this, we need support from administration to activate a Transfer Center advisory committee to develop and assess a plan with specific goals, objectives and interventions designed to increase our transfer rate. To increase the transfer rate of African Americans, Latinos, Native Americans, economically disadvantaged, and students with disabilities, we plan to continue working with university programs such as UC Berkeley's Transfer Alliance Project (TAP), UC Berkeley's Black Recruitment & Retention Center, and Stanford University's Summer Health Careers Opportunity Program (HCOP) to recruit our underrepresented students. The Transfer Center also plans to strengthen our collaboration with DSPS, EOPS, CalWORKs, Puente, UBAKA, and learning communities such as Trio and Gateway to College. We need administrative support to strengthen mandatory placement and orientation program linked to counseling, thereby supporting undecided students with their educational goals & placement (research best practices to improve transfer rates of underrepresented students). The Transfer Center plans to promote greater participation in our programs and services (TAG, concurrent enrollment, transfer workshops, use of four-year college representative visits, etc.). The Transfer Center will continue to assess our Student Services Outcomes to address student needs and improve services.

D. To strengthen our transfer services and programs, we need appropriate staffing, facilities, and equipment to support transfer services. See Section 6D. Needs for the next three years and 6G. Recommendations to maintain quality services.

In addition, in order to strengthen our transfer services, we need to receive accurate and current data for analysis regarding demographics of students who transfer and transfer rates with the CSUs, UCs, California Private/Independent universities, and Out-of-State four-year institutions. The National Student Clearinghouse Data (NSCD) may be a better resource to track transfer rates for both in-state and out-of-state four-year institutions than what California Postsecondary Education Commission (CPEC) publishes which are transfer rates from California Community Colleges to CSUs and UCs only. We also need technical staff support to implement a system or improve our current SARS tracking system to capture demographic data and student use of the Center. The Transfer Center needs support to review the program SLOs and design effective assessment methods.